

DOCUMENT RESUME

ED 208 352

CS 006 294

TITLE International Reading Association 1980-1981 Annual Report.

INSTITUTION International Reading Association, Newark, Del.

PUB DATE 81

NOTE 45p.

AVAILABLE FROM International Reading Association, 800 Barksdale Rd., P. O. Box 8139, Newark, DE 19711.

EDRS PRICE MF01/PC02 Plus Postage.

DESCRIPTORS Annual Reports; *International Organizations; Organizations (Groups); *Professional Associations; *Reading Instruction; Reading Research

IDENTIFIERS *International Reading Association

ABSTRACT

The introductory section of the International Reading Association (IRA) annual report for 1980-81 briefly discusses recent developments concerning the organization, including its efforts to improve reading instruction, its federal budget monitoring activities in Washington, D. C., and its recent work on a dictionary of reading terms. The body of the report begins with the president's message, while separate sections are devoted to (1) membership and Association councils, (2) international activities, (3) national affiliates, (4) special interest groups, (5) committees, (6) professional projects and research, (7) the annual convention, (8) publications, (9) professional relations, (10) finance and administration, (11) the auditor's report, and (12) financial statements. (HTH)

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What did IRA do in 1980-81?

The International Reading Association continued to develop in membership and stature during 1980-81. Although higher costs are cutting into our fiscal strength, IRA's activities, a few of which are mentioned below, continue to make it an attractive, influential, helpful and useful professional organization.

Reading Assessment

Improved reading test scores in the National Assessment of Educational Progress by 9- and 13-year olds, especially those traditionally viewed as "disadvantaged," reflected good teaching. IRA members are in the forefront of the effort to improve reading instruction.

Washington Activities

Our Washington representative effectively monitored budgetary developments and influenced them whenever possible. His reports were accurate and realistic and, on several occasions, enabled IRA officers and committees to provide oral or written testimony on matters of interest to IRA members.

World Congress

The successful Manila Congress was an excellent example of IRA's functioning as an agency for the exchange of ideas. The great majority of conferees were from the Philippines and other overseas countries, which increased membership and council growth in those areas.

Lectura y Vida

In Spanish-speaking countries, *Lectura y Vida*, now a membership journal, has stimulated interest as did the seminar in Mexico City at the end of the year. This meeting was jointly sponsored by the Mexican government, the Organization of American States and IRA.

Celebrate Literacy

In an outgrowth of the activities surrounding the International Reading Association Literacy Award, U.S. councils arranged programs to honor local leaders in literacy work. More than forty councils participated. Affiliates throughout the world have been invited to "Celebrate Literacy" next year.

Dictionary of Reading Terms

Editorial work was completed on this 400 page professional source book. It should be available to members and libraries in late fall.

Joint Activities

One measure of an organization's usefulness is its interaction with other groups. Twenty-nine related groups held joint convention meetings at the New Orleans Convention. Space for only twelve other cooperative ventures is available in this annual report, under the heading "Professional Relations." Actually, fifty-six different organizations were involved with IRA in professional joint action!



President's Report

For the International Reading Association, 1980-81 was one of its most active and successful years. It is quite impossible, in these few brief notes, to give you a comprehensive picture of all that the Association has accomplished in those twelve months.

Let me, therefore, cite the major goals which I set a year ago for 1980-81 and give you a report card, of sorts, on what I see as our progress toward each of these goals.

Goal 1: to maintain momentum in the international development of the Association. This goal involves very complex procedures involving many persons and varied activities. I will mention only a few.

Lectura y Vida, our Spanish-language journal which is only a little over a year old, has already developed a subscription list longer than what was projected for its first three years. The Mania Congress in the summer of 1980 was professionally one of our most successful World Congresses. It was also a financial success. Twenty-two different nations were represented with 79 percent of the attendees being Filipinos. Obviously we reached a kind of population for whom World Congresses are designed. Our international development, in general, has been very good, particularly in Europe and the Far East. Efforts to clarify and refine the role of our national affiliates in relation to IRA are proceeding. A special seminar in Hong Kong is being planned to bring together leaders in the Far East to consider what kinds of relationships would, in the future, best serve the interests of our members in that part of the world. We expect soon to be represented on the U.S. National Commission for Unesco. This commission is composed of 100 distinguished citizens from the fields of education, science and culture and is designed to further within the United States the objectives of Unesco. We already have formal relationships with Unesco and the Organization of American States.

A symposium in Mexico City jointly sponsored by IRA, the OAS, and the Department of Education of the Mexican government will have taken place by the time you read this report. We are involved in a joint OAS-IRA-Unesco publication on the preparation of materials for new literates in Spanish-speaking countries. We are most recently exploring the possibility of a conference in China on oral and written language to be jointly sponsored by IRA, The National Institute of Education, and the Peoples Republic of China. Yes, our international outreach has grown very substantially in the past year. We deserve an A on our report card.

Goal 2: to reverse the decline in membership brought on by the dues increase. We have done this. Membership was up 34 percent for the first three-quarters of the fiscal year. This is good but not excellent. We still have persuaded only 1.43 percent of the instructional staff in the United States (and, of course, a very much smaller percentage in other countries) to belong to IRA. Furthermore, the percentage of members who do not renew

their memberships each year is high. Perhaps we need to be more concerned about these dropouts than about those persons who have never joined. Also, a great many persons belong to local and state councils but not to the international Association. The influence of the Association depends heavily on the size of membership. People listen if we can speak with a loud voice. The best mark I can give us for our membership efforts is a B-: not a bad mark, but there is certainly much room for improvement.

Goal 3: to take positive positions on controversial issues. Our membership has urged the Association to become more proactive even, if necessary, at some risk. The Delegates Assembly meeting in New Orleans in May adopted two resolutions that certainly speak to controversial issues: one on the misuse of grade equivalents in reporting test results, the other declaring that courts should not make reading policy. At its meeting in New Orleans, the Board of Directors reacted to a position statement on the probable impact of proposed tuition tax credits for parents whose children attend non-public schools.

As you know, we had this past year a committee on U.S. Federal Education Policy charged to react to proposed federal legislation *before* such legislation is passed or so far advanced in the legislative process as to make a response from an association such as ours virtually meaningless. This committee, with the help of an excellent special *ad hoc* committee, prepared a detailed statement for use in hearing sessions on the reauthorization of the Vocational Education Act, Public Law 94-482. Their statement stresses the need for teachers to teach and students to learn the complex reading skills necessary to success in almost any vocational training. More recently the U.S. Federal Education Policy Committee prepared a statement on drafts of the proposed Elementary and Secondary Education Act of 1981 for transmittal to government officials in charge of this legislation. There is no guarantee, of course, that the right people will listen to these statements, but at least we have not been silent. Report card: A.

Goal 4: to monitor the basic skills/competency testing movement. The action I have already discussed in connection with Goal 3 is directly or indirectly related to the purposes of Goal 4. In addition, I am sure you have observed, as I have, the prominence given to discussion of competency testing and related matters in local, state, and regional IRA meetings. We have also been successful in relation to this goal. We deserve another A.

Goal 5: to promote in our meetings and publications the teaching of reading in middle and secondary schools. Many sessions in our annual convention program were devoted to some aspect of reading for older students. I have observed that meetings for teachers of these students are much better attended than was the case a few years ago. Interest is growing. It should be growing even faster. I am convinced that a great deal of the malaise in our secondary schools today is to a considerable extent a product of poor or no instruction in reading and study skills. This is closely related to poor academic achievement which, in turn, is closely related to boredom, disruptive behavior, dropouts, vandalism, and other distressing effects. I believe we must try even harder. Grade on our report card: B.

Goal 6: to work with other professional groups/associations in promoting our mutual interests. I recently read an article in the magazine *Leadership* entitled "Get Things Done Through Coalitions." The last sentence of this article sums it all up: "The days of trying to do it all yourself are long gone." IRA is rapidly demonstrating its commitment to this idea—the list is too long to report in detail. Let me sample only.

Our Committee on Stimulating Reading and Literacy is working with the

Center for the Book of the Library of Congress, the American Association of School Librarians, the American Association of School Administrators, and the Parent-Teacher Association to plan a November 1981 conference on "Reading and Successful Living: The Parent-School Partnership." We hold an associate membership in the National Council on Accreditation of Teacher Education (NCATE). Participation in activities of this group gives us firsthand communication with and opportunity to influence persons directly concerned with evaluating teacher education programs throughout the country. We belong to the National Joint Council on Learning Disabilities. The most recent accomplishments of this Council have been to redefine the term "learning disability." We are actively involved with LINC, the purpose of which is to validate and assist in disseminating worthwhile products of federally funded projects related to basic skills instruction. The International Association of School Librarianship will propose a cosponsored program at our 1982 World Congress and would like to consider an ongoing relationship with IRA. There is no question that our progress toward this goal has been excellent. We deserve another A.

When I was a classroom teacher, I was aware that students who were allergic to hard work avoided my courses if they could. Wherever I taught, the news spread that you earned what you got. I haven't changed. I think I could prove that this 1980-81 Association report card with its four As, one B, and a B- is fair and well-deserved. I hope you think so, too.

Olive S. Niles



IRA President Olive S. Niles presenting the prestigious Citation of Merit Award to George Spache, a 1981 IRA Past President and member of IRA's first Board of Directors.

Membership and Councils

At the close of the fiscal year, membership stood at 61,012 (41,419 individual members and 19,593 institutional), which represents a loss of 101 members for 1980-81. After the increase in dues in 1978, a two-year decline in individual membership was experienced. However, this downward trend was reversed during 1980-81; and a gain of 248 individual members—approximately 1%—was achieved.

Membership Services

The International Reading Association continually strives to provide its membership with the widest range of services and benefits possible, regardless of the type of membership held. Members receive the periodical(s) of their choice; *Reading Today* (with news of the reading world and announcements of conferences, meetings and new publications); *Reading Today International* (reading news gathered from around the world—now available in English, French, and Spanish); a placement service available at no cost to members during the annual convention; the opportunity to use such Association services as the *Placement Newsletter*; participation in studytours; insurance; membership in special interest groups; and the opportunity to purchase IRA jewelry. Additional privileges extended to members include reduced registration fees for the annual convention and world congress and some regional conferences, reduced prices on Association publications, and the opportunity to call on Headquarters in situations where the staff can be of assistance. Membership also provides the individual the privilege of voting in the annual election.

Comprehensive members, in addition to the above services, automatically receive IRA publications issued during the year of membership—often at substantial savings over the individual purchase price. Individuals holding comprehensive membership may also receive *Lectura y Vida* on request.

Councils

Throughout the history of the Association, councils and affiliates have served as one of the major components for service and outreach to members and the field. During the year, another benchmark in terms of organization was reached in that the 1,100th council received its charter. At the close of the fiscal year, there were 1,125 local, special interest, state, and provincial councils, as well as national affiliates, in 29 countries.

Council Services

The Department of Membership and Council Relations is charged with the responsibility of coordinating and providing support to councils and affiliates. Throughout the year, the Field Consultants and other staff work closely with council officers in organizational and operational matters. Support is centered on regional leadership workshops, which are conducted for state and provincial council officers and which are supplemented by leadership training sessions conducted at the state and local levels. As professionals in

the field, the staff is vitally concerned with reading and the development of effective reading instruction, and with strengthening the council's role in this endeavor.

As a means of building upon IRA's presentation of the International Reading Association Literacy Award, state and local councils in the United States were invited to participate in a "Celebrate Literacy" program this year. The primary purpose of the program was to identify and recognize an individual, agency, or institution that had made a significant contribution to literacy. Over 40 councils participated in the program during 1980-81.

For the second year, funds were made available to councils for special projects and activities through the Council Project Development Fund. A total of 12 council projects were funded for 1980-81. The projects ranged from a community reading project in California to a parent education project entitled, "Do It While in Diapers."

Two publications were completed by the Membership and Organization Committee during 1980-81 which will greatly strengthen councils. They were *A Guide for the Organization of Local and Special Interest Councils* and a *Coordinator's Resource Book*.



The Louisiana Reading Association and the Province of Alberta received the President's Cup as the winners of this year's membership development campaign. Accepting for Louisiana are: (left to right) State President Joy Gregory, State Coordinator Harry Miller, and State Vice President Glenda Lofton. Gary Heck, Coordinator for Alberta, accepted Alberta's award.

INTERNATIONAL READING ASSOCIATION COUNCILS

June 30, 1981

CANADA

Local and Special Interest

Alberta	5
British Columbia	3
Manitoba	3
New Brunswick	3
Newfoundland	1

Nova Scotia	5
Ontario	9
Prince Edward Island	1
Quebec	2
Saskatchewan	3

Total 35

Provincial

Manitoba	1
New Brunswick	1
Nova Scotia	1
Ontario	1
Quebec	1
Saskatchewan	1

Total 6

UNITED STATES

*State Council

Local and Special Interest

Alabama*	15
Alaska*	7
Arizona*	12
Arkansas*	13
California*	50
Colorado*	25
Connecticut*	6
Delaware*	3
D.C.	42
Florida*	1
Georgia*	25
Hawaii	3
Idaho*	6
Illinois*	31
Indiana*	41
Iowa*	31

Kansas*	21
Kentucky*	21
Louisiana*	16
Maine*	0
Maryland*	18
Massachusetts*	11
Michigan*	44
Minnesota*	12
Mississippi*	16
Missouri*	29
Montana*	11
Nebraska*	11
Nevada*	7
New Hampshire*	4
New Jersey*	14
New Mexico*	16
New York*	43
North Carolina*	42

North Dakota*	8
Ohio*	51
Oklahoma*	28
Oregon*	8
Overseas U.S. Councils	1
Pacific Area	2
Pennsylvania*	28
Puerto Rico	1
Rhode Island*	4
South Carolina*	16
South Dakota*	11
Tennessee*	18
Texas*	38
Utah*	3
Vermont*	0
Virginia*	22
Virgin Islands	2

Washington*	26
West Virginia*	26
Wisconsin*	21
Wyoming*	12

Total 973

Total of State Councils 49

Regional Special Interest

Two-Year College	1
Plains Post Secondary	1
Total	2

OTHER COUNTRIES

*National Affiliate

Argentina	*
Australia*	*
Austria	*
Bahamas	1
Belgium	*
Brazil	2
Chile	1

Colombia	1
Denmark	*
Finland	*
France	*
Germany	*
Hong Kong	*
India	*
Ireland	*

Israel	*
Jamaica	*
Japan	*
Korea	*
Luxembourg	*
New Zealand	11
Panama	1
Philippines	*

Sweden	*
United Kingdom	*
Uruguay	*

Total 41

Grand Total 1106

*Australia is affiliated nationally with IRA, and also has local IRA councils.

GROWTH OF IRA COUNCILS

1956-1981

	United States*	Canada	Other Countries	Total	United States*	Canada	Other Countries	Total
1956	48			48	592	32	14	638
1957	87			87	654	31	16	701
1958	98	20		118	686	30	17	733
1959	105	33	2	140	734	30	20	784
1960	143	33	2	178	766	27	22	815
1961	171	36	3	210	792	26	26	844
1962	208	38	5	251	832	29	27	888
1963	251	38	5	294	856	31	32	919
1964	297	44	6	347	895	31	36	962
1965	352	45	7	404	942	32	38	1012
1966	394	35	7	436	965	32	38	1035
1967	442	31	10	483	1000	38	38	1076
1968	517	33	12	562	1024	41	41	1106

*Includes state councils

INTERNATIONAL READING ASSOCIATION
Comparative Individual and Institutional Member Status
June 30, 1981

	June 30 1980	June 30 1981	Increase (Decrease)
INDIVIDUAL MEMBERS			
The Reading Teacher	21,253	21,417	164
The Reading Teacher and Reading Research Quarterly	1,191	1,226	35
The Reading Teacher, Journal of Reading and Reading Research Quarterly	2,058	1,948	(110)
Journal of Reading and Reading Research Quarterly	794	795	1
Reading Research Quarterly	1,591	1,706	115
The Reading Teacher and Journal of Reading Comprehensive (RT, JR, & RRQ)	3,652	3,604	(48)
Journal of Reading	3,842	3,801	(41)
Lectura y Vida	6,206	6,194	(12)
The Reading Teacher and Lectura y Vida	307	385	78
The Reading Teacher, Reading Research Quarterly and Lectura y Vida	—	8	8
The Reading Teacher, Journal of Reading, Reading Research Quarterly and Lectura y Vida	—	2	2
Journal of Reading, Reading Research Quarterly and Lectura y Vida	—	9	9
Reading Research Quarterly and Lectura y Vida	1	2	1
The Reading Teacher, Journal of Reading and Lectura y Vida	—	4	4
Comprehensive (RT, JR, RRQ, & LyV)	—	2	2
Journal of Reading and Lectura y Vida	1	53	52
Students (Publications)	1	3	2
Spouse	236	225	(11)
	38	35	(3)
Total Individual Members	41,171	41,419	248
			0.60% Increase
INSTITUTIONAL MEMBERS			
The Reading Teacher	13,555	13,086	(469)
The Reading Teacher and Reading Research Quarterly	59	51	(8)
The Reading Teacher, Journal of Reading and Reading Research Quarterly	291	325	34
Journal of Reading and Reading Research Quarterly	61	69	8
Reading Research Quarterly	1,171	1,193	22
The Reading Teacher and Journal of Reading Comprehensive (RT, JR, & RRQ)	351	364	13
Journal of Reading	792	772	(20)
Lectura y Vida	3,601	3,457	(144)
The Reading Teacher, Journal of Reading, Reading Research Quarterly and Lectura y Vida	61	271	210
Comprehensive (RT, JR, RRQ, & LyV)	—	1	1
	—	4	4
Total Institutional Members	19,942	19,593	(349)
			1.75% Decrease
GRAND TOTALS	61,113	61,012	(101)
			.17% Decrease

INTERNATIONAL READING ASSOCIATION
Distribution of Individual and Institutional Members by Country
June 30, 1981

Countries	Indiv.	Instit.	Countries	Indiv.	Instit.
Algeria	1	3	Kenya	1	—
Argentina	247	44	Korea (South)	6	1
Australia	363	242	Kuwait	2	3
Austria	2	1	Liberia	3	2
Bahamas	28	3	Luxembourg	4	—
Bangladesh	—	1	Malawi	—	3
Barbados	2	—	Malaysia	—	8
Belgium	35	10	Mexico	11	10
Bermuda	27	3	Netherlands	25	50
Bolivia	1	1	New Zealand	230	33
Brazil	28	9	Nicaragua	1	3
British West Indies	2	—	Nigeria	9	5
Canada	1,917	1,081	Norway	5	9
Chile	53	10	Panama	11	3
Colombia	17	111	Paraguay	3	20
Costa Rica	6	2	Peru	4	2
Denmark	4	12	Philippines	101	40
Dominican Republic	—	2	Poland	—	1
Ecuador	3	2	Saint Lucia	1	2
Egypt	—	2	Saudi Arabia	12	1
El Salvador	2	—	Sierra Leone	—	4
Fiji	2	—	Singapore	8	4
Finland	34	19	Solomon Islands	1	—
France	16	6	South Africa	12	28
Germany	51	28	Spain	9	1
Great Britain	92	161	Sri Lanka	—	1
Greece	3	1	Sweden	12	11
Guatemala	3	17	Switzerland	6	3
Honduras	—	18	Syria	1	—
Hong Kong	13	7	Taiwan	1	7
Hungary	—	1	Tanzania	1	—
Iceland	—	1	Thailand	17	8
India	3	5	Trinidad & Tobago	1	1
Indonesia	1	1	Turkey	1	—
Iran	1	—	U.S.S.R.	—	1
Iraq	1	5	United Arab Emirates	1	—
Ireland	7	14	United States	34,558	17,135
Israel	12	10	Uruguay	19	—
Italy	12	3	Venezuela	21	2
Jamaica	14	11	Yemen	1	—
Japan	31	25	Yugoslavia	1	1
Jordan	1	—	Zaire	1	—
			Zimbabwe	2	2
			TOTAL REGULAR		
			MEMBERS	38,138	19,277

*This figure does not include individual members of local, provincial or state councils or national affiliates.

Full Student Members	2,786	—
Student Publication Members	224	—
Spouse Members	35	—
Life Members	57	—
Complimentary	33	22
Emeritus Members	146	—
Bulk Orders	—	99
Exchange	—	195
GRAND TOTAL		
MEMBERS	41,419*	19,593

INTERNATIONAL READING ASSOCIATION
Distribution of Individual and Institutional Members
By State and Province
June 30, 1981

Canada	Indiv.	Instit.	Canada	Indiv.	Instit.
Alberta	297	129	Nova Scotia	140	58
British Columbia	254	228	Ontario	587	314
Manitoba	138	111	Prince Edward Island	18	16
New Brunswick	90	30	Quebec	175	82
Newfoundland	64	46	Saskatchewan	145	47
Northwest Territories	5	5	Yukon Territory	4	15
			Totals	1,917	1,081

United States	Indiv.	Instit.	United States	Indiv.	Instit.
Alabama	272	221	Nebraska	339	113
Alaska	211	50	Nevada	104	29
Arizona	397	157	New Hampshire	145	71
Arkansas	334	203	New Jersey	1,255	932
California	2,473	732	New Mexico	355	156
Canal Zone	1	—	New York	3,013	1,443
Colorado	676	184	North Carolina	864	615
Connecticut	560	221	North Dakota	131	72
Delaware	161	65	Ohio	1,511	599
D.C.	209	82	Oklahoma	414	137
Florida	1,240	653	Oregon	349	284
Georgia	612	583	Pacific Islands	22	19
Hawaii	153	62	Pennsylvania	1,827	985
Idaho	114	37	Puerto Rico	34	34
Illinois	1,989	955	Rhode Island	127	60
Indiana	867	324	South Carolina	411	330
Iowa	668	277	South Dakota	152	62
Kansas	588	241	Tennessee	575	204
Kentucky	363	202	Texas	1,959	960
Louisiana	1,164	453	Utah	104	52
Maine	150	96	Vermont	69	50
Maryland	719	422	Virginia	795	625
Massachusetts	899	455	Virgin Islands	33	15
Michigan	1,232	555	Washington	603	264
Minnesota	448	308	West Virginia	380	93
Mississippi	317	284	Wisconsin	830	658
Missouri	1,065	314	Wyoming	142	52
Montana	133	85			
			Totals	34,558	17,135

International Activities

The period July 1980 through June 1981 was a time of significant growth in IRA's international activities. The following is a summary of major occurrences. Some are developments in continuing programs; others represent new initiatives.

Promoting the Reading Habit

IRA continued to provide technical assistance to readership promotion efforts in developing countries both nationally and regionally. Contact was maintained with leaders of readership campaigns in Kenya, Malaysia, Nigeria and Pakistan. Through IRA's encouragement, the Asian Cultural Centre for Unesco in Tokyo began a program to promote reading in rural areas of Asia and the Pacific. IRA provided background documents and had a representative at two ACCU planning meetings. The possibility of working with Arab countries on readership promotion is being explored with the Arab League Educational Cultural and Scientific Organization (ALECSO).

A contract was signed with Unesco to prepare two volumes related to readership promotion by the end of 1981. One of these volumes will provide a theoretical framework and methods for conducting surveys of reading habits in developing countries. The other will be a handbook on organizing and conducting readership campaigns.

Literacy Efforts

The Ethiopian Coordinating Committee for the National Literacy Campaign received the International Reading Association Literacy Award for 1980. The Award is a US\$5,000 prize given annually by Unesco, and supported by IRA, for outstanding contributions to literacy development. The Literacy Training Centre of Niger received Honorable Mention.

M. Napoleon Leblank, President of the Unesco General Assembly, congratulates Goshu Wolde, Minister of Education, representing the Ethiopian Coordinating Committee, which won the IRA Literacy Award for 1980.



Progress was made on the preparation of a manual for authors of materials for post literates in Latin America. The manual is being written in cooperation with staff members and former staff members of the Organization of American States. Unesco agreed to provide financial support for the project. The manual will be completed by the end of 1981.

With the OAS and the Mexican Ministry of Education, IRA cosponsored a Symposium in Mexico City during 1981 entitled "New Perspectives on Processes of Reading and Writing." Other possibilities for joint activities with OAS and Mexican educators to develop literacy for adults and young children are being explored.

Cooperation with Professional Organizations

A leporello depicting bears drawn by outstanding children's book illustrators from ten different countries was created jointly by IRA and the International Board on Books for Young People to emphasize the importance of good books for children. The leporello is being distributed through IBBY national sections and the IRA membership.

The International Association of School Librarianship and IRA agreed tentatively to work together on a monograph for developing countries on how teachers and school librarians can cooperate to benefit children's reading.

Relationship with China

Contact was established with several different groups of educators in the People's Republic of China who are concerned with language teaching and reading. IRA is working on plans for a Binational Conference in Peking on Comparative Language Research with Peking University and the U.S. National Institute of Education.

National Affiliates

The international aspect of the Association is more than a name. The outreach of the International Reading Association is truly worldwide in scope through its network of national affiliates and councils. There are currently nineteen national affiliates, as well as local councils in Australia, the Bahamas, Brazil, Colombia, Hong Kong, Mexico, New Zealand, and Panama.

The total membership receives, on a quarterly basis, information on international programs, projects, and activities through the newsletter, *Reading Today International*. Support services are provided by the Latin American Office and the European Consultant and, at Headquarters, through the International Coordination Officer and the Department of Membership and Council Relations.

Argentine Reading Association Date chartered: 1972 The major interests of the Argentine Reading Association are children's literature, applied linguistics, research, and reading for the aged. Included in their publications are a bibliography of children's and juvenile literature, a series entitled "The Enjoyment of Reading," and their journal *Proyecciones... de la lectura*.

Australian Reading Association Date chartered: 1980 Providing accurate, up-to-date information on current theory and practice in Australia is their main interest. Their publications program includes the two journals *Australian Journal of Reading* and *Reading Around*, as well as various conference proceedings and monographs.

Austrian Society for Research on and Promotion of Reading Date chartered: 1975 The Austrian Society for Research on and Promotion of Reading is interested in the promotion of scientific research; documentation and information; problems of school libraries; and experimental classes in reading.

Belgian Reading Association Date chartered: 1975 Preschool preparation, parent involvement, first teaching, practice of reading and adult reading are their major interests. The Belgian Reading Association publishes its own journal, *Bulletin de l'A.B.L.*

Danish National Association of Reading Teachers Date chartered: 1966 The major interest of the Danish National Association of Reading Teachers, which was founded in 1950, is the reading and teaching of the mother tongue at all levels, in normal as well as special education. Their publications include a newsletter, the journal *Laesepædagogien*, the "Den gule" series, research reports, books, and offprints.

Finnish Reading Association Date chartered: 1971 The Finnish Reading Association is interested mainly in the areas of preschool and beginning reading, reading research, teacher inservice training, reading at the secondary level, and difficulties in speech, reading and writing. Their publications are *Yearbook 1977*, *Samanaikaisopetus*, and the journal, *Klinikkaopetus*.

French Reading Association Date chartered: 1968 The major interests of the French Reading Association are how children without major reading problems learn to read and methods of teaching them reading, as well as the promotion of the reading habit and of school libraries. Research studies on teacher education and curricula, bibliographies on children's nonfiction books, and their newsletter, *A.F.L. Bulletin*, are part of their publications program.

German Reading Association Date chartered: 1969 Included in the major interests of the German Reading Association are preschool reading, elementary and secondary level reading, reading disabilities, reading textbook production, handwriting, and spelling. They publish the journal, *IRA/D-Beiträge*.

Indian Reading Association Date chartered: 1972 Reading activities of local, regional and national interest are the major concern of the Indian Reading Association which publishes its own journal, *India Reading Journal*.

Reading Association of Ireland Date chartered: 1976 Adult literacy, reading disability, the measurement of reading attainment, reading in a second language, literature, reading in an historical perspective, and the teaching of reading and research into reading at all levels are some of the major interests of the Reading Association of Ireland. Its publications include the newsletter *Reading News*, and *Studies in Reading*, an edited selection of the proceedings of their First Annual Conference.

Israeli Reading Association Date chartered: 1968 The Israeli Reading Association is interested in the following major areas: methods of instruction in beginning reading, reform of Hebrew orthography, recreational reading in elementary education, and reading and the newly literate.

Jamaican Reading Association Date chartered: 1972 The major interests of the Jamaican Reading Association, which have become their successive annual themes, are writing for children, children's writing, and the role of

national and local language in the child's world. The newsletter 21, *Handbook of Reading Essentials*, "Sweetsop," "Guinep," and "Guinep Seeds" are some of their publications.

Japanese Reading Association Date chartered: 1966 The Japanese Reading Association publishes the *JRA Newsletter* as well as their own journal, *The Science of Reading*. Its members are interested in all facets of reading.

Korean Association for Reading Science Date chartered: 1975 Functional literacy on the elementary level and content area reading are the two areas of major interest for the Korean Association for Reading Science.

Luxembourgian Reading Association Date chartered: 1976 Among the major interests of the Luxembourgian Reading Association are parent involvement, preschool reading, and reading and bilingualism. In addition, they publish their own journal, *Bulletin de l'Association Luxembourgeoise pour la Lecture*.

Reading Association of the Philippines Date chartered: 1972 Interested mainly in research as well as all areas of reading, the Reading Association of the Philippines publishes its newsletter, *Rapporteur*, and the *Reading Journal*.

Swedish Council of the International Reading Association Date chartered: 1966 Research and teacher training are the major areas of interest of the Swedish Council of the International Reading Association. Their publication is the journal, *Läsning*.

United Kingdom Reading Association Date chartered: 1964 All areas of reading, and research in particular, are the major interests of the United Kingdom Reading Association. Their extensive publications program includes the Association newsletter; their journals, *Reading*, *Books in School*, *Reading Education U.K.*, and *Journal of Research in Reading*; and monographs.

Reading Society of Uruguay Date chartered: 1972 The Reading Society of Uruguay is concerned with reading, writing, spelling, and learning disabilities, specifically disabilities in the areas of mathematics and language. Included in their publications are their newsletter *Boletines*, books on their annual meetings and practical research, brochures on the specific activities of the Society, and works in the areas of language and mathematics.

Special Interest Groups

Special interest groups provide members the opportunity to work with others in a specific area within the field of reading. Time is set aside during each annual convention for their activities. Special interest groups submitting activity reports for 1980-81 are as follows:

Affective Domain In addition to the publication of the *ADSIG Journal*, the group presented a program during the annual convention. The program included research, classroom application, and practical ideas, as well as miniworkshops focusing on affective considerations related to reading and reading education.

Bilingual Reading In New Orleans, a comprehensive program was presented. In addition, the group provides its members with a newsletter. In an effort to identify priorities and keep them appropriate to membership desires, a survey was conducted. Based upon the results, priorities were identified and addressed during the year.

Children's Literature and Reading With the theme, "Reading for the Fun of It—A Look at Humorous Children's Literature," the use of this material in the classroom was explored during the New Orleans Convention. During the year, members received two copies of *The Dragon Lode*, the group's newsletter. Plans were also initiated to sponsor programs at regional conferences.

College Reading Improvement With a history of successful convention programs, the group extended its outreach and service to college reading associations during the year. Besides publishing the *Forum for Reading*, which is now accepted in the ERIC system, and *News Notes*, the group participated in the Western College Reading Association's annual convention.

Concerned Educators of Black Students The focus of the program presented during the annual convention was on developing and maintaining reading and writing skills. During the program, areas highlighted included the impact of emotional words, interviewing techniques, and pupil and teacher accountability. A major objective for the coming year will be the publication of a newsletter.

Disabled Reader The past year was filled with a wide range of activities, including the establishment of new committees, the development of a journal, and the presentation of programs at state and regional conferences and at the annual convention. Membership was also expanded during 1980-81.

D*R*A*M*A (Dramatic Reading and Media Activities) The program during the 1981 Convention centered on the importance of the arts in learning, and featured a wide range of speakers who related their presentations to the

central theme. To supplement the convention program, members received the group's newsletter, *D*R*A*M*A News*.

Graduate Students in Reading Education The major activity for 1980-81 was the annual meeting held during the New Orleans Convention. The program addressed topics of interest to graduate students, as well as those just embarking on teaching at the college and university level. During the program, the group broadened its goals and more clearly defined those of the group's newsletter, *The Abstract*.

History of Reading During the past year, the group continued the publication of its newsletter. The program presented during the annual convention featured papers related to historical research projects. A resolution in support of increased research and instruction about the history of reading was drafted and submitted to the Delegates Assembly in New Orleans.

Language Experience The major activities of 1980-81 included a pre-convention forum, as well as a business meeting held during the annual convention. The group also published a newsletter, *Journal of Language Experience*.

Mastery Learning The group reports that interest in mastery learning is spreading; and, in response to this increased interest, a newsletter to the membership to disseminate information regarding mastery learning is planned to complement the program presented during the annual convention.

Neuropsychological Issues With a membership drawn from a wide range of areas, the group focuses its attention on neurological and neuropsychological research applicable to the reading process. A primary objective is to encourage original research, as well as to translate existing research into practical methods which teachers may use to apply to diagnosis and remediation. The group publishes a newsletter, *Journal of Educational Neuropsychology*.

Organization of Teacher Educators in Reading (OTER) During the year, membership was increased, and a survey of resource people available for committees and offices was conducted. Also, a questionnaire concerning interests of the various members was distributed; and the results were used to plan the program for the annual convention. The history of the group was presented in the newsletter; and, in addition to the newsletter, two journals were published.

Professors of Reading Teacher Educators The major activities of the group were the publication of the quarterly journal, *Epistle*; a program during the annual convention; and a survey of the members' needs.

Psycholinguistics and Sociolinguistics During 1980-81, the group published two issues of its newsletter, *SIG-PSY-SOC*, which served as a vehicle for sharing recent theoretical and research developments in the group's area of interest. The newsletter also served as a means for disseminating information regarding convention programs, conferences, and so on.

Readability The primary effort of the group during the past year was the program conducted during the annual convention. The theme of the program was "Practical Applications of Readability in the Classroom," and featured open discussions and workshops, as well as reviews of research. During the year, a newsletter is distributed to members.

Reading and the Aging Activities of the group included a convention program, during which a series of papers related to the elderly was presented. Each session was followed by open discussion. The group's newsletter distributes information on grants, journals, and other people and publications interested in the elderly.

Reading for Gifted and Creative Students During the year, members receive information concerning the group's activities through a newsletter. These activities include, in addition to the convention program, presentations of awards related to the group's areas of interest.

Secondary Reading Members of this group received copies of the newsletter during the year and were provided with a program, centering on secondary reading, during the New Orleans Convention.

Sex Differences in Reading During the course of the year, the group continued and expanded its efforts related to research as to why male students seem to lag behind female students in the reading process. The year's activities culminated with the New Orleans Convention, during which time a program was presented focusing on language and listening skills.

Sex-Role Stereotyping and Reading As one of the newer special interest groups, activities during 1980-81 were limited. However, the group did conduct a needs assessment of the membership in order to promote better communication, as well as advance the group's goals.

Special Interest Group Network on Adolescent Literature (SIGNAL) One of the purposes of the group is to review adolescent literature, as well as inform members about activities appropriate for the classroom. A newsletter is published monthly, and programs are presented at state and regional conferences.

Storyteller's A program was presented during the annual convention, and a newsletter was published twice during the year and distributed to members.

A storyteller speaks to a rapt audience at the special session for parents at the New Orleans Convention.



Committees

IRA committees and subcommittees contribute significantly to the vitality and professional growth of the Association. The incoming president appoints committee chairpersons and members for one-year terms which begin at the annual convention when the president assumes office. The expenses of committee work are covered by IRA, but committee personnel serve without pay.

Eleven standing committees, as mandated by the Association's Bylaws, worked during the year. Thirty-three ad hoc committees were appointed to investigate specific topics and to meet current needs in the profession; these included liaison committees with other organizations.

In addition, Special Service Coordinators Dorothy Kendall Bracken, Studytours, and Ann Robinson, Convention Placement Service, provided specialized professional services to the membership.

STANDING COMMITTEES

The **Bylaws Committee** reviewed the Bylaws for clarity of language and effectiveness of format and suggested several editorial changes which were included in the Executive Director's report to the 1981 Delegates Assembly. Henceforth, the standing committees will be listed in alphabetical order for easier reference.

After careful screening, the subcommittees of the **Citations and Awards Committee** made the following award recommendations which were confirmed by the Board of Directors:

•**Albert J. Harris Award:** Susanna W. Pflaum and Ernest T. Pascarella, University of Illinois at Chicago Circle, U.S.A.

•**Broadcast Media Award, Radio:** Clifford Hahn for *The Spider's Web*, WGBH, Boston, Massachusetts, U.S.A.

•**Broadcast Media Award, Television:** Jeremy Pollock for *Read All About It*, TV Ontario, Toronto, Canada.

•**Children's Book Award:** Delores Beckman for *My Own Private Sky*, E.P. Dutton, New York, U.S.A.

•**Citation of Merit:** George D. Spache, IRA Past President, Sarasota, Florida, U.S.A.

•**Nila Banton Smith Award:** Irene Hegg, Boise, Idaho, U.S.A.

•**Outstanding Dissertation Award:** William Diehl, U.S.A. (dissertation completed at Indiana University, U.S.A.)

•**Print Media Award:** Gail Miller for "Reading: It Begins in the Cradle," in the *Fresno Bee*, California, U.S.A.

•**Special Service Award:** Walter MacGinitie, IRA Past President, University of Victoria, Canada.

On the recommendation of the **Headquarters Committee**, the Board of Directors approved the Association's purchase of an Integrated Information Management System to replace the existing computer and update data-processing and other services.

Through the work of its two subcommittees for Canada and the United States, the **Membership and Organization Committee** planned Field Leaders activities for the New Orleans Convention, with special emphasis on the campaign for membership growth.



Newly elected members of the IRA Board of Directors and the new Vice President-elect are: (left to right) John Downing, Sara I. Scroggins, Phylliss J. Adams, and Ira E. Aaron.

The **Nominating Committee** selected a slate in accord with the Bylaws and the Board Policy Manual. The ballot count in April was supervised by the committee's representative, Marion McGuire, who certified the following results:

For Vice President-elect, 1981-82		For Director, 1981-83	
• Ira E. Aaron	4985	• Phylliss J. Adams	5386
• M. Jerry Vleiss	4930	• John Downing	5191
• Other	62	• Sara I. Scroggins	4773
		John F. Dean	4089
		Peggy E. Ransom	3916
		Ruby Lee Mills	3051
		• Other	167

The **Professional Standards and Ethics Committee** continued revising the *Guidelines for the Professional Preparation of Reading Teachers*; changes regarding the inclusion of recognition of biases in the English language were recommended and approved by the Board of Directors. The committee collected data and recommended ways to encourage state departments to upgrade standards of reading certification.

The subcommittees of the **Program Committee** planned the New Orleans Convention, regional conferences and special institutes and seminars.

The **Publications Committee** reviewed proposals and manuscripts for new publications and completed a review of the *Reading Research Quarterly* which was reported to the Board of Directors.

The **Resolutions Committee** presented 5 resolutions to the Delegates Assembly. One motion on Changing Election Procedure was defeated; one on the Election of Provincial Coordinators in Canada was referred to two subcommittees for consideration; and the following three resolutions were adopted:

1. *Misuse of Grade Equivalents*

WHEREAS, standardized, norm-referenced tests can provide information

useful to teachers, students, and parents, if the results of such tests are used properly, and

WHEREAS, proper use of any standardized test depends on a thorough understanding of the test's purpose, the way it was developed, and any limitations it has, and

WHEREAS, failure to fully understand these factors can lead to serious misuse of test results, and

WHEREAS, one of the most serious misuses of tests is the reliance on a grade equivalent as an indicator of absolute performance, when a grade equivalent should be interpreted as an indicator of a test-taker's performance in relation to the performance of other test-takers used to norm the test, and

WHEREAS, in reading education, the misuse of grade equivalents has led to such mistaken assumptions as: (1) a grade equivalent of 5.0, on a reading test, means that the test-taker will be able to read fifth grade material, and (2) a grade equivalent of 10.0 by a fourth grade student means that student reads like a tenth grader even though the test may include only sixth grade material as its top level of difficulty, and

WHEREAS, the misuse of grade equivalents promotes misunderstanding of a student's reading ability and leads to underreliance on other norm-referenced scores which are much less susceptible to misinterpretation and misunderstanding, be it

RESOLVED, that the International Reading Association strongly advocates that those who administer standardized reading tests abandon the practice of using grade equivalents to report performance of either individuals or groups of test-takers, and be it further

RESOLVED, that the president or executive director of the Association write to test publishers urging them to eliminate grade equivalents from their tests.

2. Courts Should Not Make Reading Policy

A number of recent court decisions have involved reading achievement. In itself this is not surprising. Reading is of central importance in education. Reading achievement data are often used as a yardstick by which effectiveness of education and basic skill development is judged. Since educational issues are increasingly settled in court, reading issues are often dealt with there, too.

However, some recent court decisions have gone to the point of mandating specific tests, instructional methods and materials. In some cases the courts have mandated achievement goals and thus the courts have become the evaluators of school programs and personnel.

A number of decisions have stemmed from attempts to remedy unequal educational opportunity afforded to minority pupils.

In San Diego, a judge mandated a course or courses of study in reading and set the criterion level for judging success of the pupils in the program.

In Tucson, as part of a court approved settlement of a desegregation suit, the school district agreed to set up a classroom in which a specific method is used with minority pupils. Each year the court decides whether the program should be continued.

The International Reading Association believes that courts should not take actions which usurp the professional authority and responsibility of professional decision makers in reading. Not only can this restrict the effective functioning of teachers and other reading professionals, but it can have a detrimental effect on the pupils concerned, since they may be denied flexible responsive programs suited to their individual needs.

In the face of court mandates, innovative alternatives are unlikely to be initiated. School time and effort is focussed disproportionately on the

mandated programs and related tests. Furthermore, schools with court enforced programs experience low pupil and teacher morale.

The court involvement is one that tends to grow each year as the parties return to court to argue the success of the remedy. The court is the ultimate evaluator of the school's response to the court's order.

The issue we are raising is not on the specific merits of any of the materials, methods, or tests mandated in the cases cited above or in other cases. We believe that the courtroom is not the place to make the considered professional judgments on the basis of research, theory, and professional experience that are required. The courts have neither the time nor the expertise to do so.

Therefore, be it resolved that the International Reading Association express its opposition to extending the role of the court in dealing with issues involving reading achievement into those areas of decision making which are necessarily the responsibility of professionals.

Though we agree that pupils and parents have the right to seek redress in courts for educational grievances which may involve reading, we strongly believe that the courts must stop short of making the professional decisions on curriculum, methodology, or tests.

We urge judges, attorneys, and litigants to draw a line in cases involving reading instruction short of taking away from reading professionals their responsibility for decision making.

3. The History of Reading Instruction

WHEREAS, historical knowledge fosters an understanding of the myriad forces which have made significant contributions to current affairs, and

WHEREAS, knowledge of their origins and development engenders better understanding of present educational problems, and

WHEREAS, study of the history of reading instruction and the field of reading education provides a firm professional foundation for all reading educators, and

WHEREAS, few doctoral candidates in the field of reading have undertaken historical studies and research, therefore be it

RESOLVED, that IRA seek to increase the number of historical papers published and to schedule additional historical sessions and symposia at regional meetings and conventions.

The Delegates Assembly adopted three resolutions at the New Orleans Convention.



The **Studies and Research Committee** reviewed over 100 research proposals submitted for the New Orleans Convention. A subcommittee screened 15 applications from research scholars outside North America for travel grants to attend IRA-sponsored meetings. A new research grant program was developed which will be supported by the Elva Knight-IRA Research Fund, and a monograph series was begun devoted to historical reviews of reading research.

AD HOC COMMITTEES

The **Administrators and Reading Committee** prepared and distributed through IRA mailings the first two issues of a newsletter, *News for Administrators*. It also held a preconvention institute at the New Orleans Convention.

The **Basic Education and Reading Committee's** revised *Checklist for Evaluating Adult Basic Education Reading Materials* was published in the May 1981 *Journal of Reading*. The committee also determined that no U.S. state has any competency-based requirements for adult basic education teachers.

The **CBC/IRA Liaison Committee** helped produce the 1981 Children's Choices list and sponsored a preconvention institute and a symposium at the New Orleans Convention. The committee has completed work on a manuscript, *Children's Choices: Using Books Children Like in the Classroom* and expects to submit it for publication later in the year.

The **Cognitive Psychology and Reading Committee** sponsored a preconvention institute at New Orleans. A manuscript on topics in reading comprehension with research articles from several countries is nearing completion.

The **Comparative Reading Committee** completed the annotated bibliography on comparative reading, submitted it for publication and has begun updating the material compiled.

The **Early Childhood and Reading Development Committee** sent a questionnaire to 1,173 early childhood and reading educators in the U.S. and Canada to learn how kindergarten teachers are prepared to offer appropriate reading instruction to ready children. The findings will be reported later.

The **ERIC/RCS/Liaison Committee** provided a list of prospective document analysts for the Clearinghouse.

The **Evaluation of Tests Committee** completed a survey of state minimum competency reading requirements and the availability of tests used to assess them.

The **Federal Education Policy Committee** helped prepare two statements for use in Congressional hearings, one regarding the Reauthorization of the Vocational Education Act, the other on the new Elementary and Secondary Education Act.

The **Hearing Impaired and Reading Committee** cosponsored a preconvention institute at the New Orleans Convention. It also began identifying successful reading programs for the hearing impaired and making IRA aware of the special needs of hearing impaired members.

The regional subcommittees of the **International Development Committee** continued progress during the year: the subcommittee on Asia constructed a proposal for an Asian conference in 1982 with the aim of the eventual establishment of a regional confederation of reading associations in Asia. The subcommittee on Europe launched the first edition of a *European Bulletin*, with news and views of the European national affiliates and members. The subcommittee on Latin America promoted *Lectura y Vida* and took part in round table sessions and international reading conferences in Latin America. The subcommittee on the United States developed a series of recommendations for more international membership and submitted them to the Board.

The results of the third NAEP Assessment in Reading were presented at the New Orleans Convention by the **Interpretation and Analysis of NAEP Reading Assessment Committee**.

At the New Orleans Convention, the **Legislative Committee** presented a workshop dealing with legislative advocacy and issues. Work has begun on additions to the Legislative Handbook, and a communication system, set up by IRA U.S. regions, served as a communication network among state legislative committees.

The *Journal of Reading* (May 1981) published an article on the "White House Conference on Library and Information Services" prepared by the chairperson of the **Library Resources and Reading Improvement Committee**.

The **Literature for Adolescents Committee** presented a program at the New Orleans Convention on how mysteries can stimulate interest in reading.

The **Mainstreaming and Reading Committee** prepared a manuscript about mainstreaming dealing with issues, present practices, an exemplary program, imperatives and a selected bibliography; submitting it for publication is under consideration.

The **Migratory Children and Reading Committee** completed an annotated bibliography of about 200 references. *Migrant Education*, which has been accepted for IRA publication. The committee also presented an open-end discussion on exemplary programs in migrant education at the New Orleans Convention.

The primary activities of the **NASEARS/IRA Liaison Committee** were presenting a program on various aspects of supervision in language arts at the New Orleans Convention, preparing and distributing a newsletter to the membership and other interested professionals and establishing a working relationship with other professional educational organizations.

The **Nonprint Media and Reading Committee** has developed a list of guidelines for the selection of nonprint media to be used in the reading curriculum which will be submitted to the Board of Directors later in the year.

Members of the **Nutrition and Learning Committee** continued to disseminate information on nutrition and nutritional resource materials at local and state IRA meetings.

The **Parents and Reading Committee** has started to establish a resource bank of council activities involving parents, polled national affiliates to determine their involvement in parent activities, and cooperated with IRA staff on the *News for Parents* newsletter. In addition, the committee sponsored a Book and Author Fair for parents and children and a symposium on how to organize successful parents and reading programs at the New Orleans Convention.

Members of the **Reading and the Arts Committee** completed a manuscript, "Teaching Reading Through the Arts," which has been accepted for publication. In addition, a preconvention institute was cosponsored at the New Orleans Convention.

The **Sex Stereotyping and Reading Committee** had a monograph on sexism and reading approved for publication. The committee also presented a symposium at the New Orleans Convention.

In 1980-81, the **Stimulating Reading and Literacy Committee** provided initiative and leadership for a conference on "Reading and Successful Living: The Family-School Partnership," to be held under the auspices of the Library of Congress' Center for the Book in late 1981. The committee has also begun to locate communities where reading promotion is successfully carried out.

The **Study of Reading Program Evaluations Committee** field-tested its "Guidelines for Reviewing Evaluation Reports" in four U.S. school districts and collected feedback on their usefulness. Funded by an NIE grant, the revised guidelines should be available to members in late 1981.

The **Studytours Committee** assisted Studytours Coordinator Dorothy Kendall Bracken in planning tours. The three tours offered were evaluated and plans were initiated for providing a variety of interesting tours, including less expensive ones.

Members of the **Teacher Education Committee** have continued work on a manuscript dealing with nontraditional teacher education programs in reading to be submitted for publication later in the year. They have also drafted a plan to determine how teacher education institutions are using the "Guidelines for the Professional Preparation of Reading Teachers."

1980-1981 Committee Members

ADMINISTRATORS AND READING James G. Howell, Chairing; Nicholas P. Criscuolo, Board Liaison; James J. Alexander, Paul C. Burton, George Canney, Don D. Corbin, Jack B. Duffy, James M. Jasper, John Mangieri, Ruth M. Strong, Barbara Valdez, Harold L. Vaughn, G. William Worl

AFFIRMATIVE ACTION Lynette Saine Gaines, Chairing; Jack Cassidy, Board Liaison; Barbara Flores, George O. Phillips, Sr., Kay I. Hays, Ex Officio

BASIC EDUCATION AND READING Anabel P. Newman, Chairing; Nicholas P. Criscuolo, Board Liaison; Fay F. Bowren, Delila Caselli, Jinx Crouch, Jo Ann Dauzat, Jane L. Evanson, Soledad Perez Gillespie, Gwen Parrott Johnson, Jill Lewis, Alice Osman, William S. Palmer, Arthur L. Terrazas, Jr.

BYLAWS* Jean Robertson, Chairing; Bernice Cullinan, Board Liaison; Donald A. Benz, John Davis, Florida Catchings Hyde, Robert K. Leigh, Margarethe Livesay

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Representing CBC Margaret Frith, Chairing; Peter Dews, CBC Staff Liaison; Suzanne Coil, Jean Karl, Marcia Leonard, William Morris, Eleanor Nichols

CITATIONS AND AWARDS* Roy Kress, Chairing; Eleanor M. Ladd, Board Liaison
Subcommittee on the Albert J. Harris Award Helen K. Smith, Chairing; Judith B. Amster, S. Elizabeth Davis, Alan E. Farstrup, Phillip Feldman, Catherine W. Hatcher, Genevieve Lopardo, Joseph S. Nemeth
Subcommittee on Broadcast Media Award for Radio Gerald H. Aaring, Chairing; Barbara Maloney, Bobbye S. Goldstein, Carmen Johnson, Drew Cassidy, Ex Officio
Subcommittee on Broadcast Media Award for Television Will L. Nicklas, Chairing; Ann Bartell, Connie Juel, John S. Mayher
Subcommittee on Citations of Merit and Service Awards Hal Seaton, Chairing; Patricia L. Anders, Robert Karlin, Ethel M. King, Judith A. Meagher, Amelia Melnik, Doris Roettger, Iris Tiedt
Subcommittee on the IRA Children's Book Award Bernice Cullinan, Chairing; Joan F. Curry, Kenneth L. Donelson, Sharon E. Fox, Shirley M. Haley-James, Zena Sutherland, Ellis Vance
Subcommittee on the Nila Banton Smith Award Margaret M. Griffin, Chairing; Joy Beasley, Eunice Bethke, Richard A. Earle, Thomas H. Estes, Ruby Mills
Subcommittee on Print Media Awards Donald K. Maas, Chairing; Dan M. Baxley, E. Coston Frederick, William Freeland, Betty Horodezky, Christopher J. Ramig
Subcommittee on the Research Award Robert Tierney, Chairing; Connie Bridge, Carolyn Burke, David A. Hayes, Sara W. Lundsteen, L. Marvin Marion, Peter Mosenthal, Allan R. Neilsen, William Page, Monte Penney

*Standing Committee

COGNITIVE PSYCHOLOGY AND READING COMPREHENSION James Flood, Chairing; Bernice E. Cullinan, Board Liaison; Bess Altwerger, Richard C. Anderson, Robert F. Carey, Priscilla A. Drum, Sherry Gable, Lance M. Gentile, Diane Lapp, Nancy Marshall, Rudine Sims, Trika Smith-Burke

COMPARATIVE READING Takahiko Sakamoto, Chairing; Nicholas Criscuolo, Board Liaison; Jonathan Anderson, Warwick Elley, Ahmed Fareed, H. Alan Robinson, Paul E. Ruthman, Harold J. Tanyzer, Miles V. Zintz

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ERIC CLEARINGHOUSE ON READING AND COMMUNICATION SKILLS/IRA LIAISON Larry A. Harris, Chairing; Ralph C. Staiger, Board Liaison; J. David Cooper, William A. Diehl, Karl Koenke, Donald R. Lashinger, Margaret Ann Richek, Mary Seifert, Ex Officio

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EVALUATION OF TESTS Edward L. Robbins, Chairing; Alden J. Moe, Board Liaison; Betty Ware Cagle, Carol Cashen, Sally A. Chant, Charles Gervase, Belita Marie Gordon, Jane Warren Meeks, William K. Prentice, Clifford Russell, Nicholas J. Silvaroli, Ezra L. Stieglitz

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HEADQUARTERS* John C. Manning, Chairing; Bernice E. Cullinan, Norma Dick, Alden J. Moe

HEARING IMPAIRED AND READING Carolyn Ewoldt, Chairing; Patricia S. Koppman, Board Liaison; Irene Athey, Leo Geoffrion, Patricia I. Mahieu, Etta Miller, Florence C. Vold

IMPACT OF COURT DECISIONS ON SCHOOL READING PROGRAMS Floyd Sucher, Chairing; Ralph C. Staiger, Board Liaison; Barbara Coulter, Ernest K. Dishner, Clifford I. Johnson, Anna L. Ulrich, Joan Whitten

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International Development Subcommittee on Oceania Rae S. McIver, Chairing; John Elkins, Warwick B. Elley, Ken Foster, Douglas M. Helm, Angela Ridsdale, Diane D. Snowball
International Development Subcommittee on the United States Jack Humphrey, Chairing; Karen Anderson, JE Sparks, Yancey Watkins

INTERNATIONAL EDUCATION AND READING Josephine Moikobu, Chairing; Dianne L. Monson, Board Liaison; Stella Liu, John M. Chapman, Marty Miller, Arlene P. Scanlon, Jan L. Tucker, William E. Webster, Claudia Casey, Ex Officio

INTERPRETATION AND ANALYSIS OF NAEP READING ASSESSMENT William Eller, Chairing; John C. Manning, Board Liaison; Irving H. Balow, Robert A. Kaiser, Gloria Kuchinskas, Beverly V. Roller, Jaap Tuinman

LEGISLATIVE Nancy B. Howell, Chairing; Ralph C. Staiger, Board Liaison; Regina Haney, Mary Ann Henderson, Ann L. Houseman, Edward Merryman, David A. Monti, Roger Quealy, Louise Scott, David Williams, Richard Long, Ex Officio

LIBRARY RESOURCES AND READING IMPROVEMENT Lawrence M. Kenney, Chairing; Dianne L. Monson, Board Liaison; Carole L. Bond, C. Bortman, Eileen M. Burke, Michael A. Grella, Mary Heimberger, J. David Hill, Stanley B. Straw, Richard D. Van Dongen

LITERATURE FOR ADOLESCENTS Suzanne M. Coil, Chairing; Norma Dick, Board Liaison; Ann V. Bartell, Judy Birge, Morna F. Consedine, Pearl Goodwin, Andrea Graham, Martha Rapp Haggard, Talbot F. Hamlin, David Moore, Tricia Moore, Karen Nielsen, Adele Satz, Harry A. Simmons, M. Joan Swing, Karla Hawkins Wendelin, Mary-Eliza Wilson

MAINSTREAMING AND READING Tracy F. Tyler, Jr., Chairing; Alden J. Moe, Board Liaison; Patricia A. Crossan, Richard A. Hanson, Julia Irizarry, Nancy M. Robinson, Juanita Young, Dorothy W. Welle

MEMBERSHIP AND ORGANIZATION* L. Dale Guy, Chairing; Olive S. Niles, Board Liaison; C. Eugene Blair, Eric Lewis
Subcommittee on Canadian Membership and Organization Eric Lewis, Chairing; M. Isabel Azzopardi, Gary J. Heck, Jennie Mitchell, Florence T. Pieronek, Gordon L. Porter, Lesley Taylor, Annemarie Wiebe, Joan Hanna, Ex Officio, James Sawyer, Ex Officio
Subcommittee on U.S. Membership and Organization C. Eugene Blair, Chairing; Clarence Brock, Joyce Hinman, Merrilyn Kloefkorn, Margaret Pope, Richard Shepherd, Lyn Sowry, Judy True, James Sawyer, Ex Officio

MIGRATORY CHILDREN AND READING Barbara Palmer, Chairing; Patricia S. Koppman, Board Liaison; Miriam B. Cohen, Nancy A. Frederick, Katherine Herzog, Gwendolyn Jones, Mary A. Kelly, Sirirat Nilagupta, Betty Penrod, Ruth A. Ragland, Charles Sherwood, Ellen Vance

NATIONAL ASSOCIATION OF STATE ENGLISH AND READING SUPERVISORS/IRA LIAISON Bill Hammond, Chairing; Alden J. Moe, Board Liaison; Carolyn L. Farrar, Bernard P. Floriani, Sheila Schlawin, Helen Trahan, Margaret L. Trent

NOMINATING* Dorothy S. Strickland, Chairing; Kenneth S. Goodman, Board Liaison; Jane H. Catterson, Les Francis, Bill Hammond, Mogens Jansen, Norma J. Livo, Evelyn J. Mason, Marion McGuire, John R. Rogers, Dorothy Watson

NONPRINT MEDIA AND READING Mary Sue Dillingofski, Chairing; Elizabeth Hunter-Grundin, Board Liaison; George J. Becker, Carole Cox,

Eugene Cramer, Shirley C. Feldman, Jacqueline Karbon, Susan B. Neuman, Leo P. Ruth

NUTRITION AND LEARNING Lillian Putnam, Chairing; Eleanor M. Ladd, Board Liaison; Laura Bursuk, Joan Charlton-Seifert. Carol Headley, Reed Mottley, Doris L. Pertz, I. LaVerne Rorie, Sara Sloan, Beverly Stratton, Nora M. Walker, Mary Lynn Woods

PARAPROFESSIONALS AND READING Gladys F. White, Chairing; Nicholas P. Criscuolo, Board Liaison; Thomas Allison, Frances Bliss, Mary Fanyo, Beverly F. Jones, Mary Jean LeTendre, Judy Miller, Addie S. Mitchell, Alden Moe, Nancy Peck, Rita Villemaire, Mary Boehnlein, Liaison from Parents and Reading Committee

PARENTS AND READING Mary Boehnlein, Chairing; John C. Manning, Board Liaison; Richard Bamberger, Maribelle H. Betterton, Laura T. Bonham, Britta Ericson, Jane Ervin, Leo Fay, Alvin Granowsky, June Gravel, Irene M. Heppie, Mary W. Hill, Marilyn J. Hinton, Alice T. Mayhew, Sally Pollack, Janet Schneider, Helen Schotanus, Joyce B. Smith, Drew Cassidy, IRA Staff Liaison

PROFESSIONAL STANDARDS AND ETHICS* Linda B. Amspaugh, Chairing; Bernice E. Cullinan, Board Liaison; Earvin Berlin Aaron, Anne H. Adams, Kate Bell, Robert L. Carvell, Jerry Fiddler, Ethel Lowry, Janet A. Miller, Grayce A. Ransom, M. Beatrice Wood

PROGRAM* Olive S. Niles, Chairing; Ralph C. Staiger, Board Liaison
Subcommittee on the 1981 Annual Convention Olive S. Niles, Chairing; Jack Cassidy, Board Liaison; John E. George, Kenneth S. Goodman, Leonard Popp, Joan Johnston, Virginia Pesqueira, Jennifer A. Stevenson, Mel D. Wiseman, Ronald W. Mitchell, Ex Officio **Subcommittee on Regional Conferences** Jack Cassidy, Chairing; Kenneth S. Goodman, Board Liaison; Patricia S. Barnes, Donald E. Carline, John Elkins, Les Francis, Duane Googins, Jack Humphrey, Roselmina Indrisano, Lacy A. Marcotte, Marie E. Meyer, Victoria Olchoweki, Isobel Russell, Nelda Tebow, Ronald W. Mitchell, Ex Officio **Subcommittee on Special Institutes and Seminars** Kenneth S. Goodman, Chairing; John F. Dean, Gerald Hodges, Peggy E. Ransom, Cleona B. Shortridge, John T. Guthrie, Ex Officio, Ronald W. Mitchell, Ex Officio

PUBLICATIONS* Robert B. Ruddell, Chairing; Eleanor M. Ladd, Board Liaison; Phylliss J. Adams, Alison R. Bellack, Jerry L. Johns, Carol Kuykendall, Grover C. Mathewson, Christina Neal, Joan Nelson, Lloyd O. Ollila, Carol Sager, Lyndon W. Searfoss, Judith N. Thelen, Joanna Williams **Ex Officio Members** Janet R. Binkley, Faye R. Branca, Lloyd W. Kline, P. David Pearson, María Elena Rodríguez, S. Jay Samuels, Ralph C. Staiger

READING AND THE ARTS M. Jerry Weiss, Chairing; Norma Dick, Board Liaison; Carlo Annese, John E. Cowen, Carole Cox, Don Drach, Olive R. Francks, Frank T. Koe, Michael McAndrew, DayAnn McClenathan, Jeannette Miccinati, Betty Morgans, Carol B. Stevens, George L. Strine, Mary Stuart Taylor

READING AND ITS RELATIONSHIP TO THE OTHER LANGUAGE

ARTS Ulrich H. Hardt, Chairing; Norma Dick, Board Liaison; Richard Ammon, Peggy Atwell, Mark W. Aulls, Jack Howell, Margaret E. Joyce, Arlene M. Pillar, Lynn K. Rhodes, Sandra A. Rietz, Nancy Wiseman-Seminoff, LaVisa Wilson, Rosemary Winkeljohann

RESOLUTIONS* Thomas C. Barrett, Chairing; Elizabeth Hunter-Grundin, Board Liaison; Bettye Bryant, Janet Cox, Alma Liotta, Merri Warren, Yancey Watkins

SEX STEREOTYPING AND READING Carole S. Johnson, Chairing; Patricia S. Koppman, Board Liaison; Ann Bodkin, Al Church, H. Thompson Fillmer, Ramona Frasher, Melvin Graham, Nora Lee Hoover, Ire Adams Page, Elizabeth H. Rowell, E. Marcia Sheridan, Sharon D. Smith, Linda Tanner

STIMULATING READING AND LITERACY Virginia H. Mathews, Chairing; Olive S. Niles, Board Liaison; Philip Baker, Jean E. Coleman, Thomas P. Fitzgerald, S. Lee Galda, John T. Poeton, Carl B. Smith, Claudia Casey, Ex Officio

STUDIES AND RESEARCH* Eugene A. Jongsma, Chairing; Kenneth S. Goodman, Board Liaison; Nicholas Anastasiow, Isabel L. Beck, Marie M. Clay, Diane E. DeFord, Dennis F. Fisher, Angela M. Jaggard, Michael W. Kibby, John Regan, Michael Strange, T. Gary Waller, Renee Weisberg, Jill Fitzgerald Whaley

STUDY OF READING PROGRAM EVALUATIONS Michael D. Beck, Chairing; Alden J. Moe, Board Liaison; Rebecca Barr, Roger Farr, Frank Ferris, Jerome Harste, Edward Smith, Susan E. Stuber

STUDYTOURS William K. Durr, Chairing; Olive S. Niles, Board Liaison; Janie A. Allen, Henry Bamman, Richard L. Carner, Kathleen K. Clayton, Lawrence W. Carrillo, Anne McCourt Lewis

TEACHER EDUCATION (PRESERVICE AND CONTINUING) Yvonne Siu-Runyan, Chairing; Norma Dick, Board Liaison; Robert L. Baker, Marilyn Hanf Buckley, Angie H. Evans, Debbie Griffin, W. Dorsey Hammond, Kathleen Stumpf Jongsma, Gary Manning, Norma I. Mickelson, Jerry Niles, Renee P. Vorhaus, Spencer Ward, Sharon White

IN MEMORIAM

The Association will miss the support and friendship of these leaders and friends of reading who died during the past year.

Anne H. Adams
Julio Bernaldo de Quirós
Guy L. Bond
Frances Breslin
Elgin Brown
H. Bennett Cooksey
Silvia de Vaccaro
Mary W. Ferguson
Mary Heimberger
Elizabeth Hendrix
A. Doris Henries
Milton D. Jacobson
Fred Jobe

Jean M. LePere
Florence B. Lewis
Kate Mansker
Margaret Craig McNamara
Beth Moore
Mary Ellen Pfrimmer
Zerna A. Sharp
Robert R. Sponsler
Charles Munroy Walker
Hilda Lindley Waller
Concetta Wilson-Gebhardt
Mrs. C.E. Wolf

Professional Projects and Research

Since IRA is made up largely of professionals in the field of reading, most Association activities are professional in nature. The staff of the Professional Projects Department and the Research Department are specifically involved in these activities. The various projects, research efforts, and other services reported here are representative of continuing endeavors to further the professional goals of the Association.

Information Service

The Professional Projects Department assumed the task of responding to requests for professional information about reading received at Headquarters. The substantial number of varied requests comes from persons in positions that range from teachers and administrators to legislators, publishers, and journalists. This information service is perceived to be an important means of providing both IRA members and nonmembers with the information about reading that is necessary for valid decision making. The service relies on the IRA literature retrieval system as well as on IRA members and staff, Association resolutions, board position statements, and the like.

Surveys

The compilation of the fourth edition of the publication, *Graduate Programs and Faculty in Reading*, was completed at the end of the year. The information on over 300 graduate reading programs in Canada and the United States was gathered by surveying those institutions described in the third edition and the institutions with graduate programs found in the National Council for Accreditation of Teacher Education membership list. The volume is being readied for publication in the fall of 1981.

As a service to IRA members and others who share their concerns, the third edition of the IRA special report, *Certification Requirements in Reading*, was completed in June 1981. The report contains certification requirements in reading for Canada, the United States, and four U.S. territories. The information was obtained from the state and territorial certification officers and the IRA Canadian provincial coordinators. Requirements are reported for elementary classroom teachers, secondary teachers of subjects other than reading, reading teachers/specialists/consultants/supervisors, learning disabilities specialists, elementary and secondary principals, and district superintendents.

Seminar on the Status of Reading and Reading Instruction in Asia

Following a meeting during the Manila World Congress on Reading, the International Development Subcommittee on Asia submitted a proposal for a seminar that would explore the current status of reading research and instruction in Asian countries. The proposed meeting would provide an information base for future research and development projects within that region. Funding for the seminar, which is tentatively scheduled to be held in Hong Kong during August 1982, is presently being sought.

Cooperation with Professional Groups

Contacts were maintained throughout the year with representatives of other professional agencies and organizations for the purpose of discussing possible joint involvement on future projects. These discussions will continue. Some joint projects are being developed.

The American Library Association has invited IRA to provide consultation services on projects concerning the role of libraries in literacy. The proposal for this project is being written and funding sought.

The Association is working with the National Institute of Education and Peking University on plans for a Binational Conference on Comparative Language Research that would be held in Peking, China. Topics for this conference include the historical development of written and spoken language, cognitive processing of different scripts, and comparative reading instructions. While partial funding would be provided by IRA and NIE, strong interest in this conference has been shown by other funding agencies.

Nila Banton Smith Visiting Professional Program

This program was established in October 1980 as a means to offer scholars opportunities to study research literature and to write on a specific and significant topic in reading and related fields at IRA Headquarters. Interested educators from around the world are applying to this program, which provides both monetary and clerical assistance. The visiting professional will be selected by the IRA Board of Directors.

Funding for Projects

Because the Association is unable to provide the funding for all special projects, monies from other sources must be obtained. The Federal Government has provided some funding in the past. Other funding sources are also being explored such as private foundations and corporations.

Interpretation of Research

The Research Department at IRA Headquarters has continued its efforts to make research accessible to members. Examples of this type of interpretation are research features in the journals. Topics covered in the past year by "Research Views" in *The Reading Teacher* have included: school library circulation, methods of teaching reading, social interaction of reading groups, minimum competency testing, reading interests, and reviews of research. Topics covered in the "Research" feature of the *Journal of Reading* were oriented towards literacy, functions of textbooks, contexts of interpretation, writing, readership, and literature.

A special session for state/provincial research committee representatives was held at the annual convention in New Orleans. This session was part of an effort, in cooperation with the IRA Studies and Research Committee, to give support to state/provincial research projects and to provide an opportunity for these committees to report on their projects.

The Research Department assists the Conferences Department, in association with the IRA Studies and Research Committee, in planning and managing the research component of the annual convention. This component provides opportunities for interaction between practitioners and researchers and also increases the visibility of research being conducted by Association members.

During the year the Research staff held meetings at various IRA conferences and other conventions which provided opportunities for research interpretation and exchange. Examples include: a presentation on the functions of reading at the IRA/Center for the Study of Reading pre-session and a presentation on the cognitive processes in reading, both at the annual convention in New Orleans.

Synthesis/Review of Research

Through a variety of avenues, the Research Department facilitates and conducts reviews of research. These efforts may include collaboration with committees, editorial support for IRA manuscripts and publications, and reviews that are conducted and communicated in the field.

The Research Department is currently working on a project oriented to the growth of knowledge in reading. To assess the status in growth of knowledge of reading requires: (1) identifying and organizing published reviews of the literature; (2) describing these reviews in terms of their comprehensiveness, representation, coherence, and accuracy in presenting available knowledge on a certain topic; (3) evaluating the influence of these reviews and subsequent research; and (4) describing the characteristics of reviews, their authors, and publication outlets that seem to affect reading education. An interim report has been completed which identifies and organizes published reviews of the literature and evaluates the influence of these reviews on subsequent research in the field. Part of this report was presented at the IRA annual convention in New Orleans at a session entitled "What Do Reviews of Research Show about the Knowledge in Reading?"

Due to the rising numbers of submissions for IRA research awards, selection of winners has become an increasingly complex task. The Research Department has been asked to assist with the management of reviewing submissions for two of these awards, the Outstanding Dissertation Award and the Institute for Reading Research Fellowship Award. Management will be conducted in close tandem with the Chairperson for the Subcommittee on the Research Award and the Chairperson of the Subcommittee of the Studies and Research Committee for the Institute for Reading Research Fellowship Award.

Specific Studies

The Research Department staff has actively assisted the IRA Committee on the Study of Reading Program Evaluations in carrying out its study, supported by the National Institute of Education, entitled "An Adaption of 'Standards of Evaluation' for the Interpretation of Reading Program Evaluations." The final report on this project is due Summer 1981 to the National Institute of Education, and an adaptation of it will be made available to the members.

As part of an IRA contract with Unesco, the Research Department staff developed a bibliography and wrote a working outline from which to write a monograph entitled "Reading in Developing Countries: Measures of Volume." Cultural contexts of reading, modernization perspectives, a review of surveys in readership, methodological considerations in developing a readership survey, strategies for measuring readership volume, methods for conducting readership surveys, and interpretations and uses of surveys and a prototype of a reading volume survey are covered in the outline.

Professional Information Services

The IRA literature retrieval system has been used during the past year as a guide for answering professional questions from the members. The second dimension of this project, the coding and computerizing of all of IRA's professional literature, has been completed. This literature bank, updated and maintained by the Research Department, serves as an aid to IRA staff, members, and committees.

Annual Convention

From April 26 to May 1, New Orleans' balmy spring breezes and sunny skies welcomed over 11,500 conferees to the 26th Annual Convention. The mild weather combined with the close proximity of hotels eliminated the need for shuttle buses. Many conferees enjoyed a leisurely stroll each day to and from the Convention Center, giving them an opportunity to savor the atmosphere of Bourbon Street or window shop as they passed the interesting boutiques and antique shops on Royal Street.

At the Convention Center, however, it was business as usual. Participants had a record number of meetings from which to choose as President Olive Niles and her Program Committee offered over 400 institutes, sessions, symposia research reports, workshops, cosponsored meetings and special interest group sessions. All together, over 1600 people appeared on the program. Loretta Long (Susan of "Sesame Street") opened the Convention as the First General Session speaker. Author Arthur Schlesinger proved a popular speaker at the Second General Session, and children's author Katherine Paterson's harmonious, sensitive and moving presentation at the Book and Author Luncheon provided a perfect ending to the week's activities. Other featured speakers included Roy Forbes, Director of the National Assessment of Educational Progress; researcher John B. Carroll; authors Tomie dePaola and Jamake Highwater and educators Sam Sebesta, Shelton Root, Jr., Robert Ruddell, William Durr, Carl Smith and John Downing.

Befitting the New Orleans site, it was an exciting meeting with interesting professional presentations during the day and popular social events in the evenings. Events flowed together smoothly and registrants were grateful to Joan Johnston and her local committee for doing such an exceptional job. No one was more impressed than next year's Local Chair, Mattie Williams. Mattie, along with Program Chair Kenneth Goodman, is already well into the planning stages for the 27th Annual Convention in Chicago, April 26-30, 1982. As Mattie said in her greetings to field leaders, "Get ready to go Chicagoing—it's your kind of town."



The exhibit hall at the Rivergate in New Orleans was, as always, popular with conventioners.



Over 11,500 registrants had the opportunity to hear such speakers as Loretta Long (top), Arthur Schlesinger (middle), and Katherine Paterson (bottom).



Researchers enjoyed the wine and cheese reception following the Annual Research Awards Presentation at the New Orleans Convention.

Regional Conferences

Eight IRA Regional Conferences were held during the 1980-81 academic year. These conferences permitted over 16,000 educators and parents to take part in a major Association activity and allowed 1900 to become involved as participants on various professional programs.

1980-81 Regional Conference Summary			
Conference	Attendance	Number of Program Participants	Number of Exhibit Booths
Seventh Far West Honolulu July 24-26, 1980 Betty Uehara, Chairperson	1049	214	307
Eighth Plains Bismark September 25-27, 1980 Joyce Hinman, Chairperson	2242	185	53
Second Atlantic Fredericton October 9-11, 1980 Gordon Porter, Chairperson	1320	95	50
First Rupertsland Winnipeg October 16-18, 1980 L. Dale Guy, Chairperson	758	63	21
Fifth Rocky Mountain Boise November 6-8, 1980 E. Coston Frederick and Elisabeth Schlaefle Cochairpersons	1112	235	56
Sixth Southeastern Norfolk November 13-15, 1980 Betty Yarborough, Chairperson	2644	515	85
Ninth Southwest San Antonio January 29-31, 1981 Nora Forester, Chairperson	2318	194	110
First Laurentian Toronto February 11-13, 1981 Scott Brown, Chairperson	*5000	*400	55
	16,443	1901	637
*Estimates - attendance report not received			

Publications

Technologically, publications of the International Reading Association established two milestones during fiscal year 1980-81. First, both the preliminary and final convention programs carried four-color advertising for the first time, indicating that advertisers will indeed support color printing within publications of the Association. Second, two other separate projects with full color covers were printed inhouse during the year: an IRA Calendar and two issues of *Lectura y Vida*, the Association's Spanish-language journal. Results were certainly encouraging enough that we might look forward to still other uses of four-color processing within the total program.

Lectura y Vida

Now in its second year of publication, *Lectura y Vida* achieved a circulation of about eight hundred, mostly in Latin America. Although advertising and editorial functions remain in the Association's Latin American office in Buenos Aires, responsibilities for design, production, and distribution were absorbed by staff members at the Newark, Delaware headquarters building. The shift in duties was undertaken primarily as an economy move. By retaining original design concepts, expanding Newark's inhouse typesetting capabilities in languages other than English, and maintaining editorial autonomy in Buenos Aires, *Lectura y Vida* remains basically a Latin American journal. In spite of distances between the two offices, editorial and production coordination has been quite smooth. María Elena Rodríguez continues to edit *Lectura y Vida*.

Reading Research Quarterly

After a thorough review of their first three years as coeditors of *Reading Research Quarterly*, S. Jay Samuels and P. David Pearson were unanimously reappointed by the Board of Directors to their second terms in those positions. The review was conducted by a subcommittee of the Publications Committee.

On behalf of the *Quarterly*, the editors contacted all those individuals who were cited in the outstanding dissertation competition in 1980-81, and invited them to submit their work for review and possible publication. It was also suggested that they get in touch with one of the regular reviewers for the *Quarterly*, seeking advice and counsel on preparing a research article for journal consideration. The idea of doing so grew from a meeting of the *Quarterly's* editorial advisors at the New Orleans Convention.

Work continues under the leadership of John Guthrie, Director of Research, on the planning of synthesis reviews of research for the possible publication in the *Quarterly*.

The Reading Teacher and Journal of Reading

Janet Ramage Binkley reports that counting articles, reviews, feature items, columns, and commentaries, 240 individuals contributed to the *Journal of Reading* during the year, 280 to *The Reading Teacher*. Of the more than 1200

article manuscripts received by the two journals during the year, about fifteen percent were published, and another ten percent modified for use in "Interchange" or "Open to Suggestion."

Refereeing for the two journals were forty-eight regular editorial advisors and twenty ad hoc advisors. As for international participation, two advisors were located outside North America, seventeen of 175 articles came from non-North American sources, and seven additional articles dealt with international topics, although they were written in the United States.

Books

The Association's growing international focus is reflected in three new volumes containing papers selected by Dorothy S. Strickland from the Seventh IRA World Congress on Reading held in Hamburg: *Beginning Reading Instruction in Different Countries*, *The Role of Literature in Reading Instruction: Cross-Cultural Views*, and *Mobilizing Family Forces for Worldwide Reading Success*. In cooperation with the ERIC Clearinghouse on Reading and Communications Skills, IRA published a new volume, *Cloze Instruction Research: A Second Look* by Eugene A. Jongsma. Editors Carol M. Santa and Bernard L. Hayes offer readers an interdisciplinary look at comprehension in *Children's Prose Comprehension: Research and Practice*, a volume they developed for the IRA Studies and Research Committee. Edmund H. Henderson and James W. Beers edited a series of studies for their volume on *Developmental and Cognitive Aspects of Learning to Spell: A Reflection of Word Knowledge*. The increased number of pages in the *Annual Summary of Investigations Relating to Reading* reflect the growing interest in research in reading and related fields.

Books Released July 1, 1980 through June 30, 1981

(These IRA professional publications were circulated to all comprehensive members whose memberships were in effect on dates of release.)

- 225 *Using Sports and Physical Education to Strengthen Reading Skills* by Lance M. Gentile, October 1980, 90 pp.
- 312 *Linguistics, Psycholinguistics, and the Teaching of Reading* (1980 Revision) compiled by Kenneth S. Goodman and Yetta M. Goodman, August 1980, 82 pp.
- 336 *Early Reading* compiled by William H. Teale, August 1980, 60 pp.
- 428 *Beginning Reading Instruction in Different Countries* edited by Lloyd O. Ollila, January 1981, 86 pp.
- 429 *The Role of Literature in Reading Instruction: Cross-Cultural Views* edited by Dorothy S. Strickland, April 1981, 52 pp.
- 430 *Mobilizing Family Forces for Worldwide Reading Success* edited by Harry Sartain, June 1981, 92 pp.
- 526 *Reading and Understanding* by Joseph Danks and Kathy Pezdek, July 1980, 82 pp.
- 527 *Some Perceptual Prerequisites for Reading* by Uta Frith and Juliet M. Vogel, September 1980, 50 pp.
- 530 *Motivating Reluctant Readers* edited by Alfred Ciani, March 1981, 112 pp.
- 730 *Children's Prose Comprehension: Research and Practice* edited by Carol M. Santa and Bernard L. Hayes, March 1981, 192 pp.
- 867 *Cloze Instruction Research: A Second Look* by Eugene A. Jongsma, IRA+ERIC/RCS, December 1980, 54 pp.
- 941 *Developmental and Cognitive Aspects of Learning to Spell: A Reflection of Word Knowledge* edited by Edmund H. Henderson and James W. Beers, November 1980, 154 pp.
- 947 *Annual Summary of Investigations Relating to Reading, July 1, 1979 to June 30, 1980* edited by Samuel Weintraub et al., June 1981, 358 pp.

Professional Relations

It is significant that activity involving groups of similar organizations and "networking" are being recognized as powerful political and developmental tools. IRA has been fortunate to have developed many good relationships with other groups over the years, and this has placed us in a good position. The activities reported are a measure of the outreach of the Association beyond "reading people." Some are reasonably formal ongoing activities of long standing; some are informal meetings tentatively exploring the possibility of some joint action. A few are predictable, such as meetings with other associations at their conventions; even these must be followed up carefully. Long, informal nurture is required for some groups.

Cosponsored Meetings at Conventions. IRA was involved in joint convention meetings with these groups last year: Alpha Kappa Alpha, American Alliance for Health, Physical Education, Recreation and Dance, Association of American Publishers, Inc., Association for Childhood Education International, Association of Media Producers, Center for the Expansion of Language and Thinking, College Reading Association, Commission on Adult Basic Education, Day Care Council of America, Educational Products Information Institute, ERIC Clearinghouse on Reading and Communication Skills, Great Cities Schools, Intercultural Development Research Association, National Affiliation for Literacy Advance, National Association of Black Reading and Language Teachers, National Association of State English and Reading Teachers, National Basic Skills Improvement Program, National Conference on Research in English, National Council for Social Studies, National Council of Teachers of English, National Council of Teachers of Mathematics, National Reading Conference, Pi Lambda Theta, Reading Hall of Fame, Reading Is Fundamental, Inc., Simplified Spelling Society, Speech Communication Association, Summer Institute of Linguistics, Inc., Teachers of English to Speakers of Other Languages, Western College Reading Association.

Action for Children's Television. ACT is a consumer organization trying to encourage diversity and eliminate commercial abuses in children's television. IRA has had formal ties with this group for some time, although it acts independently on most issues.

Ad Hoc Committee on Copyright Law. This committee has served as a watchdog to protect the interests of educators and schools. With the passage of a revised copyright law, the need for vigilance continues.

Center for the Book. This U.S. Library of Congress-sponsored Center is engaged in a myriad of activities related to the purpose of IRA. On November 18-20, 1981, a conference on "Reading and Successful Life: A Family-School Partnership" will be cosponsored at the Center by IRA, the National Parent Teacher Association, the American Association of School Administrators and the American Association of School Librarians. Virginia Mathews, chair of our Stimulating Reading and Literacy Committee, has been the active proponent of this meeting. Other committee members are Philip Baker, president of the AASL, and Jean Coleman of the ALA. A publication on the general subject will be issued by the Library of Congress.

John Cole, director of the Center, participated in our New Orleans Convention.

Essentials of Education. Sponsorship of the activities of the Essentials of Education has been passed on to the Association for Supervision and Curriculum Development, one of the twenty organizations which supported the Essentials of Education. Olive Niles and Ralph Staiger attended a business meeting in which this transfer from the NCTE was accomplished.

International Board on Books for Young People. Progress is being made on the development of a leporello of bears painted by international artists and illustrators of children's books throughout the world. The many possible uses of the illustrations will be investigated for future sale. Unfortunately the finished product was not available for the New Orleans Convention. The artists involved are Suekichi Akaba, Japan; Gian Calvi, Brazil; Miroslav Cipar, Czechoslovakia; Nicole Claveloux, France; Janosch, Federal Republic of Germany; Tove Jansson, Finland; Tatiana Mawrina, USSR; Ib Spang Olsen, Denmark; Maurice Sendak, USA; Max Velthuiss, Netherlands.

Multiple Sclerosis. IRA member Judith Langer is now the MS Read-a-Thon national educational consultant. We maintain positive relations with the MS Society and its annual Read-a-Thon.

National Joint Committee on Learning Disabilities. At its last meeting, the NJCLD tried to redefine 'learning disability'; the new wording will be published in a fall issue of our journals. It is very useful to have representation from the Association for Children with Learning Disabilities, the American Speech and Hearing Association, the Division of Children with Communication Disorders, the Division of Children with Learning Disabilities of the CCE, IRA and the Orton Society involved in what has become a frank discussion of the problems in the area of learning disabilities. At the January meeting for the first time there was open support of the need for training in reading for teachers working in this area.

National School Public Relations Association. IRA participated in the television project of the NSPRA and contributed \$500 to the video announcements on education on National Football League game broadcasts.

Organization of American States. For the first time, the OAS sent a formal representative to the New Orleans Convention. We are involved with the OAS and the Mexican Department of Education in a seminar in early summer 1981 and with a project for the development of a handbook for people developing materials for new literates which will be distributed through the OAS and will be cooperatively written by IRA and OAS personnel. Unesco funding has been obtained for this project.

Alan Sloan/Eye on Reading. CBS broadcast a series of 60-second spots which had its beginning in IRA. Producer Alan Sloan was the winner of our 1980 Broadcast Media Award for Television for a similar series broadcast by Field Communications Network. CBS has expanded on the project, and it is estimated that 40% of U.S. homes, and many in Canada, have these broadcasts available to them.

Unesco. Our warm relations with Unesco take numerous forms. The contracts for the handbook on the development of materials for new literates as well as the studies of readership projects are a tangible form of support. The IRA Literacy Award has opened many doors and cemented many relations with this agency.

WCOTP. IRA has been an international member of the World Confederation of Organizations of the Teaching Profession for many years, and a warm relationship of mutual cooperation exists between the two groups. Unfortunately, our biennial congresses interfere with participation in the WCOTP assemblies, but correspondence on mutual concerns takes the place of this formal involvement.

Finance and Administration

The financial statements on the following pages present a composite picture of the Association's various funds for the year ended June 30, 1981. the normal operations of the Association are conducted through the Operating Fund. For fiscal 80-81 the Operating Fund had revenues of \$3,239,037 and expenses of \$3,212,856, leaving an excess of revenues over expenses of \$26,180 or 0.8%. The excess will be reserved for contingencies.

The other funds are special-purpose funds restricted by resolution of the Board of Directors and funded largely by contributions, royalties, and investment income. The following fund balances were available at June 30, 1981: Nila B. Smith Endowment Fund \$63,851, Elva Knight Research Fund \$104,097, Regional Conference Reserve Fund \$130,647, International Development Fund \$73,821, Professional Projects Fund \$45,743, Professional Library Fund \$45,149. These Board-restricted funds are used to finance professional projects and activities which are not supported by the Operating Fund.

Auditors' Report

To the Board of Directors, International Reading Association, Inc.

In our opinion, the accompanying statements of financial position and the related statements of revenues, expenses and changes in fund balance, and changes in financial position present fairly the financial position of International Reading Association, Inc. at June 30, 1981 and 1980, the results of its operations, changes in fund balance and changes in financial position for the years then ended, in conformity with generally accepted accounting principles consistently applied. Our examinations of these statements were made in accordance with generally accepted auditing standards and accordingly included such tests of the accounting records and such other auditing procedures as we considered necessary in the circumstances, including confirmation of securities owned at June 30, 1981 and 1980 with the custodian.

Northbrook, Illinois
August 8, 1981

Jerome Emer & Co.
Certified Public Accountants

Financial Statements

International Reading Association, Inc. STATEMENT OF FINANCIAL POSITION

	June 30	
	1981	1980
ASSETS		
Current Assets:		
Cash	\$ 65,272	\$ 8,582
Short Term Investments, at Cost plus Accrued Interest	1,994,190	2,009,568
Accounts Receivable (Less Allowance of \$5,000)	72,765	98,860
Inventory of Publications	157,595	157,992
Other Current Assets	48,547	77,644
Total Current Assets	<u>2,338,369</u>	<u>2,352,646</u>
Investment in Stocks and Bonds (Market Value—		
6/30/81—\$542,569; 6/30/80—\$377,707)	<u>467,902</u>	<u>341,026</u>
Fixed Assets:		
Headquarters Building (Less Accumulated Depreciation		
6/30/81—\$144,419; 6/30/80—\$123,749)	684,887	692,132
Furniture and Equipment (Less Accumulated Depreciation		
6/30/81—\$306,886; 6/30/80—\$271,937)	178,188	90,499
Land	<u>40,178</u>	<u>40,178</u>
Total Fixed Assets	<u>903,253</u>	<u>822,809</u>
Deferred Costs	<u>34,253</u>	<u>15,084</u>
TOTAL ASSETS	<u>\$3,743,777</u>	<u>\$3,533,165</u>
LIABILITIES		
Current Liabilities:		
Accounts Payable	\$ 133,190	\$ 92,720
Payroll Taxes and Deductions	10,349	8,697
Membership Revenues Applicable		
to Expirations Subsequent to Year End	954,603	975,563
Other Current Liabilities	<u>40,552</u>	<u>54,513</u>
Total Current Liabilities	<u>1,138,694</u>	<u>1,131,493</u>
FUND BALANCE	<u>2,605,083</u>	<u>2,401,672</u>
TOTAL LIABILITIES AND FUND BALANCE	<u>\$3,743,777</u>	<u>\$3,533,165</u>

The accompanying summary of significant accounting policies is an integral part of these statements.

Financial Statements

International Reading Association, Inc. STATEMENT OF REVENUES, EXPENSES AND CHANGES IN FUND BALANCE

	Year Ended June 30	
	1981	1980
REVENUES		
Individual and Institutional Memberships	\$1,800,549	\$1,820,223
Publications	331,214	327,726
Conferences	706,570	570,498
Advertising and List Rental Income	223,919	221,309
Investment Income	297,391	249,304
Contributions and Royalties from Nila B. Smith Estate	66,865	19,652
Grants and Other Contributions	28,846	33,331
Gain on Sale of Fixed Assets and Stocks	4,780	—
Miscellaneous	21,873	20,438
Total Revenues	<u>3,482,007</u>	<u>3,262,481</u>
EXPENSES		
Professional Activities:		
Membership and Affiliate Relations	930,377	833,048
Publications:		
Applicable to Memberships	636,738	523,083
Other	311,448	342,131
Conferences	496,861	495,042
Advertising and List Rentals	235,995	224,060
Research	100,761	93,243
Professional Development	109,256	170,042
Support Activities:		
Board and Executive Committee	63,835	59,519
Administration	393,325	349,348
Total Expenses	<u>3,278,596</u>	<u>3,089,516</u>
EXCESS OF REVENUES OVER EXPENSES	203,411	172,965
FUND BALANCE, Beginning of Year	<u>2,401,672</u>	<u>2,228,707</u>
FUND BALANCE, End of Year	<u>\$2,605,083</u>	<u>\$2,401,672</u>

The accompanying summary of significant accounting policies is an integral part of these statements.

Financial Statements

International Reading Association, Inc. STATEMENT OF CHANGES IN FINANCIAL POSITION

	Year Ended June 30	
	1981	1980
<u>SOURCES OF FUNDS</u>		
From Operations:		
Excess of Revenues Over Expenses	\$203,411	\$172,965
Addback of Provisions for Depreciation Which Do		
Not Require Outlay of Funds	60,764	67,384
Less Gain on Sale of Fixed Assets and Stocks	(4,780)	—
	259,395	240,349
Sale of Stocks and Bonds	75,663	14,587
Sale of Fixed Assets	100	—
Decrease in Deferred Costs	—	3,960
Total Sources of Funds	<u>335,158</u>	<u>258,896</u>
<u>USES OF FUNDS</u>		
Purchase of Stocks and Bonds	197,818	76,568
Purchase of Fixed Assets	141,249	25,973
Increase in Deferred Costs	17,569	—
Total Uses of Funds	<u>356,636</u>	<u>102,541</u>
INCREASE (DECREASE) IN WORKING CAPITAL	<u>(\$ 21,478)</u>	<u>\$156,355</u>
<u>CHANGES IN WORKING CAPITAL</u>		
Increase (Decrease) in Current Assets:		
Cash	\$ 56,690	(\$ 58,837)
Short Term Investments	(15,378)	115,29
Accounts Receivable	(26,095)	25,024
Inventories	(397)	9,340
Other Current Assets	(29,097)	16,731
	<u>(14,277)</u>	<u>107,543</u>
(Increase) Decrease in Current Liabilities:		
Accounts Payable	(40,470)	9,266
Payroll Taxes and Deductions	(1,652)	(1,092)
Federal Income Taxes Payable	—	4,155
Membership Revenues Applicable to		
Subsequent Year	20,960	36,960
Other Current Liabilities	13,961	(483)
	<u>(7,201)</u>	<u>48,806</u>
INCREASE (DECREASE) IN WORKING CAPITAL	<u>(\$ 21,478)</u>	<u>\$156,355</u>

The accompanying summary of significant accounting policies is an integral part of these statements.

Financial Statements

International Reading Association, Inc.

SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES

The International Reading Association, Inc. was organized as a Pennsylvania nonprofit corporation and was qualified for federal income tax exemption under Section 501(c) (3) of the Internal Revenue Code on March 5, 1956.

Assets and liabilities, and revenues and expenses, are recognized on the accrual basis of accounting.

Inventories are stated at the lower of printing cost or market value.

Investment in stocks and bonds is stated at the lower of aggregate cost or market value.

Fixed assets are stated at cost, less accumulated depreciation computed on the straight line method. Furniture and equipment are depreciated over their estimated useful lives of from three to five years and the Headquarters Building is depreciated over an estimated useful life of forty years.

All amounts received for individual and institutional memberships are recorded as revenues in the applicable membership period. The deferred liability is computed accordingly.

Unrelated business income derived from advertising and list rental is recognized where applicable.

The receipts and disbursements of Councils are not included in the Association's financial statements. In accordance with Internal Revenue Service requirements each council is to submit its own information to the Internal Revenue Service. The funds remitted by Regional Conferences to the Association are reflected in the Association's records.